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ABSTRACT

Literacy Foundation Memphis, Inc., Memphis City Schools Adult Education, and the Regional Medical Center at Memphis cooperatively implemented an intensive skills enhancement program for employees. The program used an industry immersion model, located on site, with 80 hours of instruction delivered 4 hours per day for 4 weeks on work-release time. Participants were recruited by supervisors for the initial class. The first class of six came from several departments. All were black, with five females and one male. Average educational grade completed by participants was 11th grade; average grade-level scores on initial screening were reading, 6.1, and mathematics, 2.5. The curriculum was based on job-specific reading, writing, computation, and communication. The instructional staff included a lead instructor and two additional instructors from the Memphis City School Adult Education Program. Participants were divided into three groups for reading and into two groups for mathematics. A counselor also met with the students. Average reading gain after the program was 1.5 grade levels, and average mathematics gain was 3.1 levels. The project was well-received by participants, who reported increased skills and self-esteem. Five of the six participants are furthering their education. Supervisors were also appreciative of the program, and the hospital is considering its continuation. (KC)

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ED324459

SKILLS ENHANCEMENT PROGRAM

REGIONAL MEDICAL CENTER AT MEMPHIS

Prepared By

Literacy Foundation Memphis, Inc.

Memphis City Schools Adult Programs

Memphis, Tennessee

CE055980

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SKILLS ENHANCEMENT PROGRAM I

DESIGNED FOR

REGIONAL MEDICAL CENTER AT MEMPHIS

BY

PAT COFFEY

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JUNE, 1990

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ACKNOWLEDGEMENTS

Appreciation is expressed to the entire staff of Memphis City Schools Adult Education who made this program a success.

Sincere thanks to every member of Regional Medical Center Administrative staff and to the employees for their cooperation during the four week program. Administration was available and displayed commitment to and interest in the project. Employees were hospitable and helpful and offered information and encouragement.

The company environment was open and conducive to accomplishing the goals set for the program.

Thanks to each one associated with the Skills Enhancement Program.

INTRODUCTION

Historically, American business, industry and governmental agencies have been able to hire and retain individuals who possess the educational knowledge and skills to meet workforce requirements. If America is to compete in the global economy, it must have a literate workforce. Unfortunately, there is an ever-widening gap between skills available and skills required in industry. This gap costs companies an estimated twenty-five to thirty billion dollars annually in low productivity, workplace accidents, absenteeism, poor product quality and lost supervisory time.

It is a credit to The Med that it is becoming directly and actively involved in skills enhancement for employees.

Literacy Foundation Memphis, Inc., Memphis City Schools Adult Education and The Med in a cooperative venture implemented an intensive skills enhancement program for employees. This effort continued to develop, refine, and expand the "Industry Immersion" model located on-site, with eighty hours of instruction delivered four hours per day for four weeks, on work-release time.

THE SETTING - REGIONAL MEDICAL CENTER MEMPHIS

MISSION STATEMENT - BY THE MID-1990S WE WILL BECOME THE MOST RESPECTED HEALTH CARE ORGANIZATION IN THE REGION, KNOWN FOR:

- ° PASSION FOR MEDICAL AND MANAGERIAL EXCELLENCE
- ° COMPASSION FOR ALL INDIVIDUALS

REGIONAL MEDICAL CENTER MEMPHIS IS A NOT-FOR-PROFIT ACUTE CARE FACILITY WHICH OPERATES 650 LICENSED BEDS, EMPLOYS 2,500 PEOPLE AND PROVIDES 190,000 PATIENTS VISITS PER YEAR AND IN EXCESS OF 100,000 OUTPATIENT VISITS PER YEAR THROUGH 26 SUBSPECIALTY CLINICS. IT IS A RESEARCH AND EDUCATION CENTER TRAINING 750 MEDICAL STUDENTS, INTERNS, RESIDENTS AND FELLOWS ANNUALLY IN COOPERATION WITH THE UNIVERSITY OF TENNESSEE.

THE MED IS MANAGED BY THE SHELBY COUNTY HEALTH CARE CORPORATION WHOSE MEMBERS ARE APPOINTED BY THE SHELBY COUNTY MAYOR. MEMBERS REPRESENT VARIOUS SEGMENTS OF THE COMMUNITY. IT IS THE OLDEST HOSPITAL IN TENNESSEE (CHARTERED IN 1829) AND THE OLDEST TEACHING HOSPITAL IN THE STATE. IT IS ACCREDITED BY THE JOINT COMMISSION OF ACCREDITATION OF HOSPITALS (JCAH).

FUNDING

THE PROGRAM WAS FUNDED BY A PARTNERSHIP OF THE MED, ADULT EDUCATION, MEMPHIS CITY SCHOOLS AND LITERACY FOUNDATION MEMPHIS, INC. THE MED FUNDED INSTRUCTORS AND CURRICULUM MATERIALS PROVIDED BY ADULT EDUCATION, MEMPHIS CITY SCHOOLS, DAILY COFFEE AND SNACKS, AND AN AWARDS LUNCHEON. ADULT EDUCATION PROVIDED CURRICULUM COORDINATION, SUPERVISION, COUNSELING, AND ADMINISTRATIVE SUPPORT. THE FOUNDATION PROVIDED FOLDERS, CLASSROOM SUPPLIES, DAILY DOOR PRIZES, A CANDY JAR, CERTIFICATES AND GIFTS FOR THE TRAINEES, AND SERVED AS A RESOURCE FOR SPEAKERS AND WITH THE COMMERCIAL APPEAL FOR NEWSPAPERS.

THE MULTIPLE FUNDING SOURCES DEMONSTRATE THE EFFECTIVE PARTNERSHIP INHERENT IN THE INDUSTRY IMMERSION MODEL - THAT OF BRINGING TOGETHER IN AN INDIVIDUALLY DESIGNED INDUSTRY PROGRAM THOSE PARTNERS APPROPRIATE TO SPECIFIC NEEDS.

OTHER PARTNERS IN THIS PROGRAM INCLUDED THE COMMERCIAL APPEAL, EDUCATIONAL OPPORTUNITIES CENTER, FUTURE MEMPHIS, INC.

RECRUITMENT, GROUP PROFILE; RETENTION

The Skills Enhancement Program Team met with executive staff and supervisors to introduce the model concept and philosophy and to enlist their support in recruiting employees. Participants were recruited by supervisors for this initial class. Persons began to volunteer as word of the class spread.

The first class of six came from the laundry, housekeeping, orthopedic clinic, and surgical nursing departments. Ages averaged 47.7 years with 1 male and 5 females, all Black Americans. Years of employment averaged 15.7. Average educational grade completed by participants was 11th grade. Average grade-level scores on initial screening were: reading, 6.1; mathematics, 2.5.

Retention rate was 100%.

SKILLS ENHANCEMENT PROGRAM DESIGN

THE FOCUS IN DESIGNING THE "INDUSTRY IMMERSION" MODEL FOR THE MED WAS ON WORKFORCE LITERACY - ENHANCING EMPLOYEES BASIC SKILLS AND JOB PERFORMANCE BY PROVIDING A CURRICULUM BASED ON JOB SPECIFIC READING, WRITING, COMPUTATION, AND COMMUNICATION. A WORKPLACE AUDIT WAS CONDUCTED TO DETERMINE THE MATERIALS USED AND THE READING LEVEL OF THE MATERIALS USED AND THE READING LEVEL OF THE MATERIALS, TO IDENTIFY JOB TASKS REQUIRING READING, WRITING, MATH AND COMMUNICATION SKILLS.

THIS APPROACH IS DIFFERENT FROM A GENERAL BASIC SKILLS ENHANCEMENT PROGRAM IN THAT THE WORKPLACE SKILLS ENHANCEMENT PROGRAM PRODUCES DIRECT TRANSFER OF SKILLS ACQUIRED TO JOB PERFORMANCE. IN THIS PROGRAM, ONE STRENGTH WAS THE EMPLOYEES' MOVING FROM THE MORNING CLASSROOM DIRECTLY INTO THE WORK SITE IN THE AFTERNOONS, THUS ENABLING INSTANT APPLICATION AND REINFORCEMENT FOR NEWLY ACQUIRED INFORMATION AND SKILLS.

THE "INDUSTRY IMMERSION MODEL," ADAPTED TO EACH INDIVIDUAL COMPANY, IS PROVING TO BE AN EFFECTIVE MEANS OF ADDRESSING INDUSTRY AND EMPLOYEE NEEDS.

INSTRUCTIONAL STAFF

THE INSTRUCTIONAL STAFF, EMPLOYEES OF MEMPHIS CITY SCHOOL, ADULT EDUCATION PROGRAM, INCLUDED A LEAD INSTRUCTOR AND TWO ADDITIONAL INSTRUCTORS.

THE LEAD INSTRUCTOR WAS RESPONSIBLE FOR MATERIALS SELECTION, PROGRAM PLANNING AND IMPLEMENTATION, TEACHERS ORIENTATION, INSTRUCTIONAL ASSISTANCE DURING THE PROGRAM AND SERVED AS A LIAISON BETWEEN THE INSTRUCTIONAL STAFF AND THE HOSPITAL REPRESENTATIVES.

SELECTION OF THE INSTRUCTIONAL STAFF WAS BASED ON TWO FACTORS: EXPERIENCE AND QUALIFICATION. ALL INSTRUCTORS HOLD CURRENT TENNESSEE TEACHER CERTIFICATES, AND ALL HAVE PREVIOUS EXPERIENCE IN ADULT EDUCATION INSTRUCTION, INCLUDING EXPERIENCE IN SIMILAR WORKPLACE INSTRUCTIONAL PROGRAMS.

SCREENING

PARTICIPANTS WERE SCREENED BEFORE AND AFTER INSTRUCTION BY THE SAN DIEGO QUICK ASSESSMENT, AN ORAL WORD RECOGNITION EVALUATION; THE ADULT PLACEMENT INDICATOR, A COMMERCIALLY PUBLISHED VOCABULARY AND COMPREHENSION EVALUATION; AND A MATH SKILLS TEST, A DIAGNOSTIC INSTRUMENT USED BY MEMPHIS CITY SCHOOLS' ADULT EDUCATION PROGRAM.

THE PARTICIPANTS FOR THIS FIRST MED CLASS WERE CHOSEN FROM THE EMPLOYEES WHO WERE SCREENED BASED SOLELY ON WHO COULD BE "SPARED FROM THE DEPARTMENT." OF THE SIX PARTICIPANTS WHO WERE IDENTIFIED, THE INITIAL READING LEVEL RANGE WAS 3.5 - 8.4 WHILE THE INITIAL MATH RANGE WAS CONSIDERABLY LOWER: 1.0 - 4.5.

PARTICIPANTS EXPECTATIONS
(AND FIRST DAY IMPRESSIONS)

THE PARTICIPANTS WERE ASKED AT THE END OF THE FIRST SESSION TO RESPOND TO THE TWO QUESTIONS: (1) WHAT I EXPECT TO GET FROM THE PROGRAM? AND (2) HOW I FEEL AFTER MY FIRST CLASS MEETING?

(RESPONSES HAVE BEEN COPIED.)

Participants Expectations
(and first day impressions)

I would like to
finish this course and then
go on to get my G.E.D. I have
always wanted, to finish high school

6/4/90 This Morning
I felt really good about
my self. like I am going
to do something great.

I would like TO get From me This Class.
To learn to Read Better
I also would like To be able to work Fractions and decimals.

My Feeling about todays class
I was tensed when I first came, but now I am more relaxed. and looking forward to the rest four weeks.

I would like to better myself in english, math. and reading, spelling.

This morrning I fill great not nervous because I was the only male today.

1. I would like to learn enough to attain to a higher work level.

2. I feel very good about today class. I have enjoyed every inch of it.

6-4-90

I would like to write moore.
Wont to do matte.
and count moxey good.

I could meight to See what I
had to do. And Every one wos
so nice. think the Med.

1. I would like to get more advance so I can go back to school for another field. And to be able to help my son in his homework. Because I feel the more interest I take in his work the more he will take in it.

2. I was really looking forward to this, me and my own work all this weekend or fraction.

TRAINING DELIVERY

INSTRUCTION WAS DELIVERED FROM 8:00 A.M. TO 12 NOON, WITH ONE BREAK. THE LENGTH OF SCHEDULED TIME CONSISTED OF FOUR HOURS PER DAY FOR FOUR WEEKS, A TOTAL OF EIGHTY HOURS OF WORK RELEASE TIME. IT SHOULD BE NOTED THAT SEVERAL OF THE PARTICIPANTS REPORTED TO THEIR WORK STATIONS AT LEAST ONE HOUR PRIOR TO THE 8 A.M. CLASS START-UP TIME AND AGAIN, REPORTED TO THEIR WORK STATIONS AT CLASS ENDING TO WORK THE REMAINDER OF THEIR SHIFTS. (ONE PARTICIPANT WORKED SEVERAL OVER-TIME SHIFTS DURING THE PROGRAM.)

PRIMARILY, FOR INSTRUCTIONAL PURPOSES THE PARTICIPANTS WERE DIVIDED INTO THREE GROUPS FOR READING, INTO TWO GROUPS FOR MATH (HALF OF THE PARTICIPANTS HAD VERY LIMITED MATH SKILLS). ACTIVITIES INVOLVING THE TOTAL GROUP WERE CONDUCTED DURING EACH INSTRUCTIONAL SESSION. PARTICIPANTS FREELY WORKED TOGETHER, SHARED THOUGHTS AND IDEAS, AND ASSISTED EACH OTHER IN THE RELAXED ATMOSPHERE CREATED BY THE INSTRUCTIONAL STAFF.

THE FACILITIES WERE WELL LIGHTED, COMFORTABLE AND SPACIOUS, AND CONTAINED CHALKBOARD, EASEL AND NEWSPRINT, AND AUDIO-VISUAL EQUIPMENT. THEY WERE CONVENIENT TO RESTROOMS, WELL SUPPLIED, AND QUIET, WHICH CONTRIBUTED TO A PRODUCTIVE DAY.

COFFEE AND SNACKS WERE FURNISHED BY THE MED.

REGIONAL MEDICAL CENTER - PRE AND POST TESTING

JUNE 1990

PARTICIPANTS	SQDA PRE	SQDA POST	GAIN	API PRE VOCAB/CPH	API POST VOCAB/CPH	GAIN	MATH PRE FORM D	MATH POST FORM D	GAIN
1.	6.1	7.6	1.5	5.8	8.0	2.2	1.2	3.7	2.5
2.	7.4	8.8	1.4	8.4	9.4	1.0	4.5	8.7	4.2
3.	6.8	8.2	1.4	5.8	7.0	1.2	3.3	8.3	5.0
4.	6.8	8.2	1.4	5.4	7.1	1.7	1.2	3.3	2.1
5.	5.8	8.2	1.4	6.4	8.3	1.9	3.8	7.2	3.4
6.	3.5	4.8	1.3	4.8	5.7	.9	1.0	2.4	1.4

READING - SDQA AV. GAIN - 1.4

API AV. GAIN - 1.5

MATH - AV. GAIN - 3.1

SDQA GAIN RANGE - 1.3 - 1.5

API GAIN RANGE - 1.0 - 2.2

MATH GAIN RANGE - 1.4 - 5.0

COUNSELING COMPONENT ADULT EDUCATION, MEMPHIS CITY SCHOOLS

ACTIVITIES

JUNE 6, 1990	INITIAL MEETING WITH PARTICIPANTS
	ADMINISTERED PRE-SELF-ESTEEM INVENTORY
	OVERVIEW OF ACTIVITIES TO FOLLOW
JUNE 13, 1990	GROUP ACTIVITIES
	"SELF-ESTEEM"
	"MOTIVATION"
JUNE 20, 1990	GROUP ACTIVITIES
	"TIME MANAGEMENT"
	"GOAL-SETTING"
JUNE 27, 1990	GROUP ACTIVITIES
	"VALUES CLARIFICATION"
	ADMINISTERED POST-SELF-ESTEEM INVENTORY

THE COUNSELOR FIRST MET WITH PARTICIPANTS ON THE MORNING OF THE THIRD CLASS MEETING. THIS SMALL GROUP, THOUGH A BIT TIMID, APPEARED RECEPTIVE AND VERY INTERESTED IN THE EXPLANATION OF ACTIVITIES TO FOLLOW. THEY FOLLOWED DIRECTIONS WELL IN THE COMPLETION OF THE PRE-SELF-ESTEEM INVENTORY. DURING THE NEXT THREE MEETINGS ALL MEMBERS OF THE GROUP WERE EAGER TO PARTICIPATE IN ALL ACTIVITIES. THEY WILLINGLY SHARED RESPONSES, GENERATED GOOD DISCUSSIONS, AND SEEMED TO UNDERSTAND AND ENJOY OUR SESSIONS. ANY RETICENCE DISPLAYED INITIALLY WAS QUICKLY REPLACED WITH EXCITEMENT AND ENTHUSIASM.

SELF-ESTEEM INVENTORY

RESPONDING "LIKE ME" TO ITEMS 1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, AND 25 INDICATES LOW SELF-ESTEEM.

RESPONDING "UNLIKE ME" TO ITEMS 4, 6, 8, 12, 17, 20, 22, 23 OR 24 ALSO INDICATES LOW SELF-CONCEPT.

NAME_____ DATE_____

		LIKE ME	UNLIKE ME
1.	I OFTEN WISH I WERE SOMEONE ELSE.	_____	_____
2.	I FIND IT VERY HARD TO TALK IN FRONT OF A GROUP.	_____	_____
3.	THERE ARE LOTS OF THINGS ABOUT MYSELF I'D CHANGE IF I COULD.	_____	_____
4.	I CAN MAKE UP MY MIND WITHOUT TOO MUCH TROUBLE.	_____	_____
5.	I GET UPSET EASILY AT HOME.	_____	_____
6.	I'M ALOT OF FUN TO BE WITH.	_____	_____
7.	IT TAKES ME A LONG TIME TO GET USED TO ANYTHING NEW.	_____	_____
8.	I'M LIKED BY OTHER PEOPLE.	_____	_____
9.	I GIVE IN VERY EASILY.	_____	_____
10.	IT'S PRETTY TOUGH TO BE ME.	_____	_____
11.	THINGS ARE ALL MIXED UP IN MY LIFE.	_____	_____
12.	PEOPLE USUALLY FOLLOW MY IDEAS.	_____	_____
13.	I HAVE A LOW OPINION OF MYSELF.	_____	_____
14.	THERE ARE MANY TIMES WHEN I'D LIKE TO LEAVE HOME.	_____	_____
15.	I OFTEN FEEL UPSET.	_____	_____
16.	I'M NOT AS NICE-LOOKING AS MOST PEOPLE.	_____	_____
17.	IF I HAVE SOMETHING TO SAY, I USUALLY SAY IT.	_____	_____
18.	MOST PEOPLE ARE BETTER LIKED THAN I AM.	_____	_____
19.	I OFTEN GET DISCOURAGED.	_____	_____
20.	THINGS USUALLY DON'T BOTHER ME.	_____	_____
21.	I CAN'T BE DEPENDED ON.	_____	_____
22.	I'M A HARD WORKER.	_____	_____
23.	I FINISH THINGS I SET OUT TO DO.	_____	_____
24.	I USE TIME WISELY.	_____	_____
25.	I AM SCARED TO TAKE CHANCES.	_____	_____

THE MED

CHANGES IN PARTICIPANTS' RESPONSES:

INVENTORY ITEMS THAT WERE CHANGED TO POSITIVE RESPONSE FROM PRE- TO POST- TESTING.

ADULT LEARNER #1	2, 7, 12, 20
ADULT LEARNER #2	5, 7, 9, 12, 13, 24
ADULT LEARNER #3	2, 3, 14, 15, 17, 19
ADULT LEARNER #4	2, 12, 16, 25
ADULT LEARNER #5	5, 7, 10, 11
ADULT LEARNER #6	2, 6, 7, 12, 13, 15, 16, 17

STATED GOALS

ADULT LEARNER #1	TO CONTINUE TO STUDY 2 HOURS A DAY THROUGH THE SUMMER
ADULT LEARNER #2	ENTER ANOTHER CLASS BY THE FALL
ADULT LEARNER #3	HELP MY SON WITH HIS HOMEWORK THIS SCHOOL YEAR
ADULT LEARNER #4	SAVE MONEY FOR A DOWN PAYMENT ON ANOTHER CAR BY CHRISTMAS
ADULT LEARNER #5	BEGIN TEACHING SUNDAY SCHOOL CLASSES IN SEPTEMBER
ADULT LEARNER #6	TO MOVE TO MY NEXT READING LEVEL AS SOON AS POSSIBLE

SUPPLEMENTAL COUNSELING ACTIVITIES

JUNE CHINN-JONES, COORDINATOR

EDUCATIONAL OPPORTUNITY CENTER

ON JUNE 19, 1990, INFORMATION WAS SHARED ON SERVICES OF THE EDUCATIONAL OPPORTUNITY CENTER INCLUDING FINANCIAL ASSISTANCE, EDUCATIONAL REQUIREMENTS, CAREER COUNSELING, AND OTHER SUPPORT SERVICES. EMPLOYEES WERE ABLE TO INTERACT AND ASK QUESTIONS CONCERNING POST-SECONDARY EDUCATION.

TWO OF THE EMPLOYEES HAVE MADE CONTACT WITH THE EDUCATIONAL OPPORTUNITY CENTER. FOLLOW-UP HAS BEEN MADE WITH:

PARTICIPANT #1 WANTED THE EOC COORDINATOR TO FOLLOW-UP ON HER DAUGHTER'S FINANCIAL AID STATUS AT LEMOYNE-OWEN COLLEGE. EOC COORDINATOR CONTACTED THE CHIEF FISCAL OFFICERS. A MUTUAL AGREEMENT WAS MADE WITH THE DAUGHTER WHO WILL BE ABLE TO RETURN TO SCHOOL IN THE SPRING OF 1990.

PARTICIPANT #2 MADE AN APPOINTMENT TO HAVE HER 1990-91 ACT FAMILY STATEMENT COMPLETED. SHE HAD PLANS TO ATTEND SHELBY STATE COMMUNITY COLLEGE THIS FALL BUT HAS DECIDED TO DEFER ENROLLMENT UNTIL JANUARY 1990 (WINTER SESSION).

SUPPLEMENTAL COUNSELING ACTIVITIES

VONNA JONES

BENEFITS COUNSELOR, PERSONNEL DEPARTMENT

REGIONAL MEDICAL CENTER

A SESSION WAS CONDUCTED BY MRS. JONES TO HIGHTEN PARTICIPANTS' AWARNESS OF THE EDUCATIONAL BENEFITS PROVIDED BY THE MED FOR EMPLOYEES. NOT ONLY DID MRS. JONES PRESENT VALUABLE AND USEFUL INFORMATION FOR EMPLOYEES' USE, BUT SHE ALSO PROVIDED EDUCATIONAL MOTIVATION TO THE EMPLOYEES AS A MED EMPLOYEE HERSELF WHO HAD FULLY TAKEN ADVANTAGE OF THE TUITION REIMBURSEMENT PROGRAM OFFERED BY THE MED.

THE EMPLOYEES INTERACTED WELL WITH MRS. JONES BY ASKING QUESTIONS ABOUT THE EDUCATIONAL BENEFITS PROCESS, AS WELL AS OTHER PERSONNEL AND GENERAL BENEFITS RELATED QUESTIONS.

MRS. JONES' PRESENCE HELPED ESTABLISH A RAPPORT FOR FURTHER COUNSELING.

EVALUATION

IT IS EXTREMELY SIGNIFICANT THAT HOLDING CLASSES ON THE JOB SITE AND ON WORK-RELEASE TIME CAUSED NO PROBLEMS IN ATTENDANCE SINCE THIS IS USUALLY A NEGATIVE IN JOB SITE PROGRAMS. IT IS RECOGNIZED THAT SUPERVISORS AND DEPARTMENTS HAD TO BE EXTREMELY COMMITTED TO THE PROJECT IN ORDER TO ALLOW EMPLOYEE PARTICIPATION. IT IS A TRIBUTE TO THE MED AND TO ITS VALUE OF THE INDIVIDUAL EMPLOYEE'S TRAINING.

ALSO SIGNIFICANT AS EVALUATION WAS PERFORMED IS THAT ANECDOTAL NOTES FROM SUPERVISORS, STUDENTS, AND TEACHERS YIELDED VALUABLE SUBJECTIVE INFORMATION ON CHANGES - INDIVIDUAL AND WORKPLACE. SPECIFICALLY NOTED BY INDIVIDUAL STUDENTS WERE GAINS IN SELF-CONFIDENCE, IN LEARNING AS A VALUE, INFORMATION TO HELP CHILDREN AND GRANDCHILDREN, REALIZATION OF PERSONAL ATTITUDE'S EFFECT ON THE JOB, GAINS IN BEING IN CONTROL (OF ONE'S LIFE), THE VALUE OF DOING ONE'S BEST AND FOLLOWING DIRECTION ON THE JOB AND "WHATEVER YOU DO," GAINS IN OPENING "UP MY MIND IN NEW DIRECTION HERE AT THE MED." FROM SUPERVISORS RESPONSES INCLUDED IMPROVED SELF-CONFIDENCE, SELF-ESTEEM, MORALE, INTEREST, ENTHUSIASM AND PRIDE ON THE JOB.

AS OF THIS WRITING, FIVE OF THE SIX PARTICIPANTS HAVE PURSUED FURTHER EDUCATIONAL GOALS. THREE HAVE ENROLLED IN POST- SECONDARY TRAINING (SCHOOLING), AND TWO ARE SEEKING FURTHER ACADEMIC SKILLS ADVANCEMENT FOR OBTAINING HIGH SCHOOL DIPLOMAS (G.E.D. PREP). WHILE THE OTHER PARTICIPANT IS NOT INVOLVED IN A FORMAL EDUCATIONAL ENDEAVOR, SHE IS CONTINUING HER

EVALUATION (CONTD.)

STUDIES AT HOME WITH THE ASSISTANCE OF HER SONS AND HAS SHARED WITH THE INSTRUCTIONAL STAFF THAT SHE IS NOW ABLE, BECAUSE OF HER INCREASED SELF-CONFIDENCE AND ACQUIRED MATH SKILLS, TO USE (FOR THE FIRST TIME) AN AUTOMATIC BANKING MACHINE.

BECAUSE OF THEIR IMPROVED ACADEMIC SKILLS AND THEIR MORE POSITIVE ATTITUDES SEVERAL OF THE PARTICIPANTS ARE CONSIDERING APPLYING FOR JOB PROMOTIONS OR OTHER JOBS AT THE MED.

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION PROGRAM

DIRECTIONS: Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

KEY: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

TEACHER EVALUATION:

1. Participants indicated a positive attitude toward the program.	5	4	3	2	1
2. Participants developed a literacy consciousness which transferred to the workplace.	5	4	3	2	1
3. Participants' confidence increased.	5	4	3	2	1
4. Participants appeared to enjoy the classes.	5	4	3	2	1
5. Participants developed an open, relaxed attitude among themselves.	5	4	3	2	1
6. Materials were adequate for the program.	5	4	3	2	1
7. Facilities were conducive to learning.	5	4	3	2	1
8. The coordinating staff was supportive.	5	4	3	2	1

COMMENTS: The participants were very responsive and eager to learn. The coordinating staff was most helpful and cooperative to both teachers and participants. It was rewarding to see their self-confidence develop during the session and know that some wanted ~~apply for position~~ improve their status at work and even continue their education. A very enjoyable Immersion program!

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION PROGRAM

DIRECTIONS: Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

KEY: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

TEACHER EVALUATION:

1.	Participants indicated a positive attitude toward the program.	(5) 4 3 2 1
2.	Participants developed a literacy consciousness which transferred to the workplace.	(5) 4 3 2 1
3.	Participants' confidence increased.	(5) 4 3 2 1
4.	Participants appeared to enjoy the classes.	(5) 4 3 2 1
5.	Participants developed an open, relaxed attitude among themselves.	(5) 4 3 2 1
6.	Materials were adequate for the program.	(5) 4 3 2 1
7.	Facilities were conducive to learning.	(5) 4 3 2 1
8.	The coordinating staff was supportive.	(5) 4 3 2 1

COMMENTS: The participants were wonderful people and the facilities were A + + +. Everything and everybody were just wonderful

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES ✓	NO___
2.	I FELT COMFORTABLE IN THE CLASS	YES ✓	NO___
3.	TEACHERS WERE WELL PREPARED	YES ✓	NO___
4.	TEACHERS TALKED TOO MUCH	YES ✓	NO___
5.	MATERIALS, BOOKS WERE INTERESTING	YES ✓	NO___
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES___	NO___
7.	ENOUGH MATERIALS WERE PROVIDED	YES ✓	NO___
8.	BOOKS WERE TOO HARD	YES___	NO ✓
9.	BOOKS WERE TOO EASY	YES___	NO___
10.	TEACHERS OFFERED ENOUGH HELP	YES ✓	NO___
11.	TEACHERS OFFERED TOO MUCH HELP	YES___	NO ✓
12.	I LEARNED SOMETHING NEW EVERYDAY	YES ✓	NO___
13.	SOMETIMES I GOT RESTLESS	YES___	NO ✓
14.	CLASS WAS TOO LONG	YES___	NO ✓
15.	CLASS WAS TOO LARGE	YES___	NO ✓
16	I LEARNED THINGS RELATED TO MY JOB	YES ✓	NO___
17.	I FELT UNCOMFORTABLE AT TIMES	YES___	NO ✓
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ✓	NO___
19.	I HELPED OTHER STUDENTS SOMETIME	YES ✓	NO___
20.	I AM PROUD THAT I TOOK THE COURSE	YES ✓	NO___
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES ✓	NO___
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES ✓	NO___
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES ✓	NO___

B. WHAT DID YOU LIKE BEST? I like everything thing

WHAT DID YOU LIKE LEAST? Not having enough time in class we need another month

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS.

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. _____

Wm Elmore, Willa Peacock, Coffee

ANY OTHER COMMENTS:

They give me more confidence
Pleasant and all may praise us —
you can do it

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES X	NO ___
2.	I FELT COMFORTABLE IN THE CLASS	YES X	NO ___
3.	TEACHERS WERE WELL PREPARED	YES X	NO ___
4.	TEACHERS TALKED TOO MUCH	YES ___	NO X
5.	MATERIALS, BOOKS WERE INTERESTING	YES X	NO ___
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES ___	NO X
7.	ENOUGH MATERIALS WERE PROVIDED	YES X	NO ___
8.	BOOKS WERE TOO HARD	YES ___	NO X
9.	BOOKS WERE TOO EASY	YES ___	NO X
10.	TEACHERS OFFERED ENOUGH HELP	YES X	NO ___
11.	TEACHERS OFFERED TOO MUCH HELP	YES ___	NO X
12.	I LEARNED SOMETHING NEW EVERYDAY	YES X	NO ___
13.	SOMETIMES I GOT RESTLESS	YES ___	NO X
14.	CLASS WAS TOO LONG	YES ___	NO X
15.	CLASS WAS TOO LARGE	YES ___	NO X
16	I LEARNED THINGS RELATED TO MY JOB	YES X	NO ___
17.	I FELT UNCOMFORTABLE AT TIMES	YES ___	NO X
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ___	NO X
19.	I HELPED OTHER STUDENTS SOMETIME	YES ___	NO X
20.	I AM PROUD THAT I TOOK THE COURSE	YES X	NO ___
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES X	NO ___
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES X	NO ___
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES X	NO ___

B. WHAT DID YOU LIKE BEST? I like reading best of all

WHAT DID YOU LIKE LEAST? It wasn't anything I like least.

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. Need more time for learning.

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. Someone to get you aquainted with the Tarbuary system.

ANY OTHER COMMENTS:

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES ✓	NO
2.	I FELT COMFORTABLE IN THE CLASS	YES ✓	NO
3.	TEACHERS WERE WELL PREPARED	YES ✓	NO
4.	TEACHERS TALKED TOO MUCH	YES ✓	NO
5.	MATERIALS, BOOKS WERE INTERESTING	YES ✓	NO
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES ✓	NO
7.	ENOUGH MATERIALS WERE PROVIDED	YES ✓	NO
8.	BOOKS WERE TOO HARD	YES	NO ✓
9.	BOOKS WERE TOO EASY	YES	NO ✓
10.	TEACHERS OFFERED ENOUGH HELP	YES ✓	NO
11.	TEACHERS OFFERED TOO MUCH HELP	YES ✓	NO
12.	I LEARNED SOMETHING NEW EVERYDAY	YES ✓	NO
13.	SOMETIMES I GOT RESTLESS	YES	NO ✓
14.	CLASS WAS TOO LONG	YES	NO ✓
15.	CLASS WAS TOO LARGE	YES	NO ✓
16	I LEARNED THINGS RELATED TO MY JOB	YES ✓	NO
17.	I FELT UNCOMFORTABLE AT TIMES	YES	NO ✓
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ✓	NO
19.	I HELPED OTHER STUDENTS SOMETIME	YES ✓	NO
20.	I AM PROUD THAT I TOOK THE COURSE	YES ✓	NO
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES ✓	NO
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES ✓	NO
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES ✓	NO

B. WHAT DID YOU LIKE BEST? I enjoyed everything.

WHAT DID YOU LIKE LEAST? _____

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. more time

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. Counsellor or advisor from Shelby State or State Tech

ANY OTHER COMMENTS:
I enjoyed the instructors and visitors

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES X	NO
2.	I FELT COMFORTABLE IN THE CLASS	YES X	NO
3.	TEACHERS WERE WELL PREPARED	YES X	NO
4.	TEACHERS TALKED TOO MUCH	YES	NO X
5.	MATERIALS, BOOKS WERE INTERESTING	YES X	NO
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES X	NO
7.	ENOUGH MATERIALS WERE PROVIDED	YES	NO X
8.	BOOKS WERE TOO HARD	YES	NO X
9.	BOOKS WERE TOO EASY	YES	NO X
10.	TEACHERS OFFERED ENOUGH HELP	YES X	NO
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12.	I LEARNED SOMETHING NEW EVERYDAY	YES X	NO
13.	SOMETIMES I GOT RESTLESS	YES X	NO
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17.	I FELT UNCOMFORTABLE AT TIMES	YES	NO X
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES	NO X
19.	I HELPED OTHER STUDENTS SOMETIME	YES	NO X
20.	I AM PROUD THAT I TOOK THE COURSE	YES X	NO
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES X	NO
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES X	NO
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES X	NO

B. WHAT DID YOU LIKE BEST? Reading

WHAT DID YOU LIKE LEAST? Mathematics But I am learning to like it.

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. Tao Short

6-22-90

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. Give more time, 7-12.

ANY OTHER COMMENTS:

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1. CLASSES WERE WELL ORGANIZED YES ✓ NO ___
2. I FELT COMFORTABLE IN THE CLASS YES ✓ NO ___
3. TEACHERS WERE WELL PREPARED YES ✓ NO ___
4. TEACHERS TALKED TOO MUCH YES ___ NO ✓
5. MATERIALS, BOOKS WERE INTERESTING YES ✓ NO ___
6. STORIES COULD HAVE BEEN MORE INTERESTING YES ✓ NO ___
7. ENOUGH MATERIALS WERE PROVIDED YES ✓ NO ___
8. BOOKS WERE TOO HARD YES ___ NO ✓
9. BOOKS WERE TOO EASY YES ___ NO ✓
10. TEACHERS OFFERED ENOUGH HELP YES ✓ NO ___
11. TEACHERS OFFERED TOO MUCH HELP YES ___ NO ✓
12. I LEARNED SOMETHING NEW EVERYDAY YES ✓ NO ___
13. SOMETIMES I GOT RESTLESS YES ___ NO ✓
14. CLASS WAS TOO LONG YES ___ NO ✓
15. CLASS WAS TOO LARGE YES ___ NO ✓
16 I LEARNED THINGS RELATED TO MY JOB YES ___ NO ✓
17. I FELT UNCOMFORTABLE AT TIMES YES ___ NO ✓
18. OTHER STUDENTS HELPED ME SOMETIMES YES ✓ NO ___
19. I HELPED OTHER STUDENTS SOMETIME YES ✓ NO ___
20. I AM PROUD THAT I TOOK THE COURSE YES ✓ NO ___
21. I WILL RECOMMEND THE COURSE TO SOMEONE YES ✓ NO ___
22. I ENJOYED THE SPEAKERS AND VISITORS YES ✓ NO ___
23. I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING YES ✓ NO ___

B. WHAT DID YOU LIKE BEST? I liked the Math the best and I got into the fraction + Decimon

WHAT DID YOU LIKE LEAST? The least I liked was the writing.

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. More time.

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. Some one re medicine or drugs

ANY OTHER COMMENTS:
All the speakers was very good and had helpful information. The teachers was great

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES ✓	NO ___
2.	I FELT COMFORTABLE IN THE CLASS	YES ✓	NO ___
3.	TEACHERS WERE WELL PREPARED	YES ✓	NO ___
4.	TEACHERS TALKED TOO MUCH	YES ___	NO ✓
5.	MATERIALS, BOOKS WERE INTERESTING	YES ✓	NO ___
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES ___	NO ✓
7.	ENOUGH MATERIALS WERE PROVIDED	YES ✓	NO ___
8.	BOOKS WERE TOO HARD	YES ___	NO ✓
9.	BOOKS WERE TOO EASY	YES ___	NO ✓
10.	TEACHERS OFFERED ENOUGH HELP	YES ✓	NO ___
11.	TEACHERS OFFERED TOO MUCH HELP	YES ___	NO ✓
12.	I LEARNED SOMETHING NEW EVERYDAY	YES ✓	NO ___
13.	SOMETIMES I GOT RESTLESS	YES ___	NO ✓
14.	CLASS WAS TOO LONG	YES ___	NO ✓
15.	CLASS WAS TOO LARGE	YES ___	NO ✓
16	I LEARNED THINGS RELATED TO MY JOB	YES ✓	NO ___
17.	I FELT UNCOMFORTABLE AT TIMES	YES ___	NO ✓
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ✓	NO ___
19.	I HELPED OTHER STUDENTS SOMETIME	YES ✓	NO ___
20.	I AM PROUD THAT I TOOK THE COURSE	YES ✓	NO ___
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES ✓	NO ___
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES ✓	NO ___
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES ✓	NO ___

B. WHAT DID YOU LIKE BEST? I like everything

WHAT DID YOU LIKE LEAST? not enought time

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. more time

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. Dept. Supervisor

ANY OTHER COMMENTS: Please bring mrs Elsmore back for the next class :-)

6-29-90

In the last four weeks I enjoyed the class. There is nothing negative about the class. I work in math. little reading aloud pronouncing words. I am planning to continue on my weakness. I also enjoyed the instructors and tutors.

6/29/90

Each day of the class I attended has given me a opportunity to open up my mind in a new direction once I get back in the field here at the Med.

P.S. Thank You'll a "Million"

June 29-90

The last four weeks has
been a good experience for me.
By Coming to this Class I was
able to get some helpful information
for my Granddaughter.
I feel it would be helpful to
the work place if all employees
could come to this Class.
It is the best thing that could
have happen to me, because
I plan to start school in the
fall. This refreshness Course
is just what I needed.

Thanks alot.

OK

6-29-90

The Class was very Pleasant and give me more self Esteem and have give me more confidice

No one knows what he can do until he tries

Our attitude towards our work help.

I hank 'you'

OK

6/29/90

Going to Class. this past
thirty days.
have been the best.
it really Made me think about
things I can do.
My teachers are the best.
they taught me what it Means
to be in Control.
Do your best at what ever you
do. following direction is a very
important part of the job.
I hope more people take this
course. if its offer.
I plan. to go on and do
what ever it's take, to better
Myself as a 10th Grade person. And I want
to do better we had the,
Greates teacher.
May God bless everyone
of you. Thank you Very Very
Much

The first day of this class was the first day of a new experiment for me to [redacted] that I can do, anything I put my mind to do. I learn about many things I had forgotten, it was hard to comprehend at first but with the communication of my teacher I have overcome what I thought would be an frustrated experience.

OK

LITERACY FOUNDATION MEMPHIS, INC.

INTRODUCTION

The attached Organization Results Evaluation is a tool to assist Literacy Foundation Memphis and Memphis City Schools Adult Education to measure and document the effectiveness of the Industry Immersion Program. This is not an easy task, since there are no common criteria and little research to measure the correlation between reading improvement and job performance.

However, good evaluation is essential to the industry and to the employee to assure that goals are met. It is also the key to identifying and correcting problems in the program design. Without documented results, we cannot demonstrate program validity/effectiveness.

Items 1-3 state the goals, objectives and documented results of the program. The second section, Organizational Results Evaluation, is an opportunity for management to use observation, opinions, and hard data to assess the program's effectiveness in terms of the organization's overall goals and priorities.

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION

EVALUATION

PURPOSE:

1. INDUSTRY GOALS: TO IMPROVE READING AND MATH SKILLS AND ENHANCE JOB FUNCTIONS OF PARTICIPATING EMPLOYEES

2. OBJECTIVE: IMPROVE READING, WRITING IN JOB RELATED TASKS
IMPROVE MATH
IMPROVE SELF-CONFIDENCE FOR LEARNING
IMPROVE SELF-ESTEEM
ENCOURAGE MOTIVATION FOR CONTINUING LEARNING

RESULTS: OVERALL GRADE LEVEL IMPROVEMENT:

READING GAIN - 1.45

	PRE-TEST RANGE	POST-TEST RANGE	GAIN RANGE
SAN DIEGO	3.5 - 7.4	4.8 - 8.8	1.3 - 1.5
API	4.8 - 8.4	5.7 - 9.4	1.0 - 2.2

MATH GAIN - 3.1

PRE-TEST RANGE	POST-TEST RANGE	GAIN RANGE
1.0 - 4.5	2.4 - 8.7	1.4 - 5.0

FOR CONSIDERATION

As training programs are designed and refined to bridge the gaps between employee abilities and job requirements, it is essential to consider:

1. redesigning tasks and re-writing materials to meet the skill level that actually exists;

2. establishing specific training programs for new employees so that employees enter with the necessary skills;

3. establishing on-going fundamental skills programs which offer a broad range of courses and services - basic literacy and math, science, computers, problem solving, counselling, communication skills, technology changes;

4. establishing a referral system to existing public or union-supported programs.

INDUSTRY IMMERSION PROGR

ORGANIZATION RESULTS EVALUATION

OBSERVATION: (job-specific skill improvement) [illegible] demostrates improved effort to get more things done, learn more, and improve in her job. [illegible] displays more than the average ability to learn, and remember, and follow instructions. She shows more desire to initiate work and present/share ideas with co-workers and supervisory personnel.

(self-confidence improvement)

Exhibits greater self-esteem, more pride in daily duties, and renewed interest interest in getting ahead.

(enthusiasm) [illegible] is enthusiastic about recent and proposed changes and is helpful in putting them over.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:

Management and supervisory personnel in the Laundry feel the Skills Enhancement training has provided a positive impact on [illegible] both personally and as a fellow employee.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

[illegible] is more alert and punctual at here work station.

PERFORMANCE REVIEW CHANGES (productivity):

[illegible] is more thorough in attendance to details of her work, is seldom away from work area, and attempts to learn all duties as assigned.

OTHER COMMENTS, RECOMMENDATIONS:

I feel that this program is very valuable to the hospital and employees, because it raises morale and self-esteem, awakens employees initiative for self-development and improving their work methods.

INDUSTRY IMMERSION PROGRA

ORGANIZATION RESULTS EVALUA

OBSERVATION: (job-specific skill improvement)

little to no change in job specific skill improvement.

(self-confidence improvement)

through conversation, testimony and other signs, the employee's self confidence has increased.

(enthusiasm) She was very enthused about attending the classes and testing for her G.E.D.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING: I think the class is very good for the employees moral, self-worth, self-confidence which in turn can have a lot to increase pride an enthusiasm about their work.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

No change sited, even though had had no punctuality problems

PERFORMANCE REVIEW CHANGES (productivity):

productivity increased, but slightly

OTHER COMMENTS, RECOMMENDATIONS:

INDUSTRY IMMERSION PROG

ORGANIZATION RESULTS EVALU.

J

OBSERVATION:(job-specific skill improvement)

~~She was an~~ Exceptional employee before she started the Class.

(self-confidence improvement)

~~She~~ has enough self confidence now that she is going on further to increase her educational skills.

(enthusiasm)

~~She~~ is a very distant person. She is very quiet and Bashful to herself.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:

~~She~~ understood verbal orders as well as written orders, before she started the Class.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

Yes.

PERFORMANCE REVIEW CHANGES (productivity):

Performance was very ~~Exceptional~~ before she started Class. Her performance evaluation was done on 9-11-87, she will be evaluated again on 9-11-90.

OTHER COMMENTS, RECOMMENDATIONS:

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION:(job-specific skill improvement)

DUTIES: Remove cast
Replace casts - All Types
Replace splint - All Types

(self-confidence improvement)

Needs some assistance with different kinds of casts and splints. (Using Buddy System with Senior Orthopedic Tech)

(enthusiasm)

Very excited about his job, eager to learn, but still a little slow. Needs to develop some initiative when on his own instead of waiting to be told.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:

I would recommend this class for everyone as a refresher course. It helped him so much in reading, spelling, and math that he had forgotten that he had in elementary school. Would like to attend another course if offered.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

Perfect attendance - Arrives to work before time

PERFORMANCE REVIEW CHANGES (productivity):

Will continue to assign with the Senior Orthopedic Tech for skills enhancement.

OTHER COMMENTS, RECOMMENDATIONS:

Continue training of skills update. It helps to motivate and teaches how to organize the workload.

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION: (job-specific skill improvement) - fewer mistakes concerning placing correct patient in each room with the correct wrist band, forms

(self-confidence improvement) greatly improved

(enthusiasm) - used enthusiastic voice to this class but is open. Now that she has enhanced her skills.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING: Training has increased confidence and self-esteem.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved has always demonstrated excellent work habits.

PERFORMANCE REVIEW CHANGES (productivity): Productivity remains at high level. Quality has improved.

OTHER COMMENTS, RECOMMENDATIONS: Please continue to offer to help increase employee self esteem at job work.

FINDINGS AND RECOMMENDATIONS

FINDINGS:

IN FOUR WEEKS PARTICIPANTS IN THE SKILLS ENHANCEMENT PROGRAM IMPROVED THEIR BASIC SKILLS, DEVELOPED MORE SELF-CONFIDENCE ABOUT LEARNING AND EDUCATION AND MORE POSITIVE ATTITUDES ABOUT THEMSELVES. A FOLLOW-UP EVALUATION OF PARTICIPANTS' READING AND MATH LEVELS WILL BE CONDUCTED IN SIX MONTHS TO DETERMINE RETENTION. CONTINUING TRAINING OPPORTUNITIES ARE ESSENTIAL TO MAINTAIN THE CURRENT MOTIVATION FOR EDUCATIONAL AND PERSONAL OBJECTIVES.

THE LONG-RUN GOAL OF THE INDUSTRY IMMERSION MODEL IS TO PROPEL PERSONS INTO AN APPRECIATION FOR AND DEDICATION TO LIFELONG LEARNING.

RECOMMENDATIONS:

RECOMMENDATIONS FOR THE MED INCLUDE CONSIDERATION FOR THE NEED FOR ON-GOING BASIC SKILLS ENHANCEMENT INSTRUCTION AT THE WORK-SITE AND THAT SUCH INSTRUCTIONAL PROGRAM SHOULD INCLUDE SOME WORK-RELEASE TIME AND/OR OTHER INDUSTRY INCENTIVE.

A SECOND CONSIDERATION WOULD BE THE OFFERING OF A SPECIFIC SKILL IMPROVEMENT I.E. MEMO AND REPORT WRITING, PROBLEM SOLVING, CRITICAL AND INDEPENDENT THINKING AND ABILITY TO DELEGATE. THE PROGRAM TEAM COULD ASSIST IN A CONSULTING CAPACITY.

APPENDIX

MATERIALS

A. COMMERCIAL WORKBOOKS (CONSUMABLE)

COMMUNICATION WORKBOOKS (CONSUMABLE)

READING FOR TODAY, STECK VAUGHN CO.

READING FOR TOMORROW, STECK VAUGHN

PRACTICING OCCUPATIONAL READING SKILLS - HEALTHCARE, STECK VAUGHN CO.

VOCABULARY CONNECTION, STECK VAUGHN CO.

READING SKILLS, STECK VAUGHN

BASIC ESSENTIALS OF MATH, STECK VAUGHN CO.

APPLICATION FORMS (HOW TO FILL OUT), FRANK E. RICHARDS CO.

LEARNING ABOUT WRITING, FRANK E. RICHARDS CO.

B. SUPPLEMENTAL MATERIALS

READING FOR UNDERSTANDING, SCIENCE RESEARCH ASSOCIATION

COMPREHENSIVE SKILLS SET, STECK VAUGHN CO.

SELECTED AND SPECIALLY DESIGNED MATERIALS FOR SKILLS ENHANCEMENT AND IMPROVEMENT IN COMMUNICATIONS, THINKING, AND LISTING AND FOLLOWING DIRECTIONS

WORKPLACE VOCABULARY, FORMS, AND MANUALS

THE COMMERCIAL APPEAL

DICTIONARIES

THESAURUS

THE MED

memo

TO: Executive Staff
Directors
Managers/Supervisors

FROM: Helen W. Smith, Instructor, Education Department

SUBJECT: **BASIC SKILLS ENHANCEMENT COURSE: AWARDING OF CERTIFICATES CEREMONY/LUNCHEON**

DATE: June 20, 1990

The MED's first Basic Skills Enhancement Course began on June 4, 1990, and will culminate on June 29, 1990. At the conclusion of the final class on June 29, 1990, there will be a special ceremony and luncheon to award certificates to participants who successfully completed the course. The ceremony will begin at 11:00 AM in the Executive Dining Room #2.

Six (6) employees successfully completed this course, they are from five departments. We are requesting executive staff, directors, managers and supervisors to adjust their schedules and make plans to attend the ceremony and luncheon.

If you have any questions or need additional information please call me at extension 7349.

se

ACKNOWLEDGEMENTS:

Literacy Foundation Memphis, Inc.
acknowledges with deep appreciation
the contributions of:

- Adult Education, Memphis City Schools
- The Commercial Appeal

Especially, we thank The Med for its
commitment to employee training and
for its leadership in initiating the
Skills Enhancement Program.

REGIONAL MEDICAL CENTER AT MEMPHIS

SKILLS ENHANCEMENT PROGRAM
INDUSTRY IMMERSION

AWARD CEREMONY
AND
STUDENT RECOGNITION

JUNE 29, 1990

Literacy Foundation Memphis, Inc.
Memphis City Schools Adult Education

PROGRAM

WELCOME . . . . . William M. Wix, President
Literacy Foundation Memphis, Inc.

INVOCATION . . . . . Rev. Harold R. Chandler
Medical Librarian

COMPANY RESPONSE . . . . . Executive Staff, The Med

INTRODUCTION OF SPEAKER . . . . . Helen Smith
The Med

SPEAKER . . . . . Lucy Shaw
The Med

PRESENTATION OF STUDENTS . . . . . Lucy Shaw
The Med

AWARDING OF CERTIFICATES . . . . . Lucy Shaw
The Med

STUDENTS' RESPONSE . . . . . Welton Ray
Student

ACKNOWLEDGEMENTS . . . . . .Joe C. Eoff, Coordinator
Adult Education
Memphis City Schools

. . . . . Gloria McDaniel
Executive Director
Literacy Foundation Memphis, Inc.

STUDENTS:

Sylvia Austin Campbell
Johnnie R. Jackson
Mary Frances Massey
Welton Lewis Ray
Gladys O. Talley
Lillie Pearl Taylor

INSTRUCTIONAL COORDINATOR:

Pat Coffey, Memphis City Schools

TEACHERS:

Zernia Peacock, Memphis City Schools
Patsy Wills, Memphis City Schools

RESOURCE STAFF:

Roseann Elmore, Memphis City Schools
Helen Smith, Educational Instructor
The Med
Ed Williams, Future Memphis
June Chinn-Jones, Educational Opportunities
Center
Delores Smith, Educational Assistant
Memphis City Schools
Vonna Jones, Benefits Specialist, The Med
Gloria McDaniel, Literacy Foundation
Memphis, Inc.